

# School Development Plan





# **PRIORITY 1 MILESTONES - SAFEGUARDING**

**End of term 2 - December 2020**

**End of term 4 - April 2021**

**End of year - July 2021**

<p>1.1 Ensure all safeguarding procedures follow the current guidance and meet statutory requirements.</p> <ul style="list-style-type: none"> <li>○ Designated Leads known throughout school and to all stakeholders.</li> <li>○ Safeguarding records and procedures support keeping children safe</li> <li>○ All staff understand how to log concerns using CPOMS system</li> <li>○ Safeguarding audit complete</li> </ul>	<ul style="list-style-type: none"> <li>○ 1.1 Ensure all safeguarding procedures follow the current guidance and meet statutory requirements.</li> <li>○ All staff use CPOMS to record concerns</li> <li>○ All staff confidently talk about safeguarding procedures in school and how to keep children safe.</li> <li>○ Children are able to talk about how to stay safe and through pupil voice show they feel safe at school.</li> <li>○ Safeguarding audit actions completed as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ 1.1 Ensure all safeguarding procedures follow the current guidance and meet statutory requirements.</li> <li>○ All staff confidently record safeguarding concerns using CPOMS system</li> <li>○ Pupil voice shows children confidently talk about feeling safe at school and know how to stay safe.</li> </ul>
<p>1.2 Ensure a culture of effective and rigorous safeguarding throughout the school.</p> <ul style="list-style-type: none"> <li>○ Staff are able to demonstrate knowledge of safeguarding through answers during on-going training and update sessions.</li> <li>○ Staff are able to talk about aspects of safeguarding when asked.</li> </ul>	<ul style="list-style-type: none"> <li>○ 1.2 Ensure a culture of effective and rigorous safeguarding throughout the school.</li> <li>○ Safeguarding and actions are a regular part of school meetings and updates ensuring effective and safe practices.</li> <li>○ Staff confidently discuss safeguarding as a culture within school.</li> </ul>	<ul style="list-style-type: none"> <li>○ 1.2 Ensure a culture of effective and rigorous safeguarding throughout the school.</li> <li>○ All staff confidently discuss effective safeguarding practices as part of all meetings.</li> <li>○ All staff confidently show and are able to discuss aspects of safeguarding as part of school culture and keeping safe.</li> </ul>

## PRIORITY 2 MILESTONES – Quality of Education

End of term 2 - December 2020	End of term 4 - April 2021	End of year - July 2021

## 2.1 Improve progress and attainment in mathematics

- Evidence of differentiation on Mathematics planning different outcomes for ability groups shown
- Evidence showing use of models/images and resources in mathematics
- Teachers demonstrate understanding of progress in mathematics during pupil progress meetings
- Teachers using Target tracker system to inform planning for mathematics for groups of pupils

## 2.2 Improve progress and attainment in Phonics and reading

- Pupil groups identified clearly and evident on literacy planning
- Evidence showing predictions at least in line with national for writing outcomes in Y6 and Y2 including greater depth predictions
- Teachers using target tracker to inform planning for reading skills
- Classrooms have clearly defined reading area/working wall board to support learning.
- Reading intervention groups identified and timetable shows dedicated intervention times.

## 2.1 Improve progress and attainment in mathematics

- PUMA tests and whole school analysis informs the maths action plan to address post lockdown gaps.
- Differentiation evident in mathematics planning and can be matched to outcomes in books
- Book look/pupil conference shows clear differentiation for all pupils and is evident in children's books and work.

## 2.1 Improve progress and attainment in mathematics

KS1 81% (Expected standard or above) 14% (Greater depth)

## 2.2 Improve progress and attainment in Phonics and reading

- PIRA tests and whole school analysis inform the English action plan to address post lockdown gaps.
- Data shows Y6 and Y2 children on track for achievement of reading outcomes at least in line with national including greater depth predictions.
- Range of genres is improved in KS1 and KS2 and is shown in teacher planning.
- Children in intervention groups show accelerated progress ensuring catch up by end of the year.

## 2.2 Improve progress and attainment in Phonics and reading

KS1 76% (Expected standard or above) 19 % (GD)

KS2 88% (Expected standard or above) 24% (Greater depth)

- Impact of differentiation leading to improved progress for all children.
- Resources being used effectively to move children's learning on

KS2 88% (Expected standard or above) 41% (GD)

Y1 phonics Check 100%

- All children making good progress in reading
- Teachers confidently plan reading activities
- Reading curriculum reviewed and judged to include opportunities for comprehension and extended understanding across other subjects
- Provision judged at least good across the school in the teaching of reading.

# PRIORITY 2 MILESTONES – QUALITY OF EDUCATION

End of term 2 - December 2020	End of term 4 - April 2021	End of year - July 2021
<p><b>2.3 Improve progress and attainment in writing</b></p> <ul style="list-style-type: none"> <li>○ Pupil groups identified clearly and evident on English planning</li> <li>○ Evidence showing predictions at least in line with national for writing outcomes in Y6 and Y2 including greater depth predictions.</li> <li>○ Work scrutiny shows improvements for writing in pupil's books</li> <li>○ Writing leader evidence identifies opportunities in curriculum for children to demonstrate extended writing</li> <li>○ Writing leader evidence identifies different genres</li> <li>○ EYFS Leader evidence identifies writing opportunities for FS children</li> </ul>	<p><b>2.3 Improve progress and attainment in writing</b></p> <ul style="list-style-type: none"> <li>○ Whole school writing analysis informs the English action plan to address post lockdown gaps.</li> <li>○ Data shows Y6 and Y2 children on track for achievement of writing outcomes at least in line with national including with greater depth predictions</li> <li>○ Work scrutiny shows challenge through extended writing</li> <li>○ FS children's writing shows improvements for writing opportunities.</li> </ul>	<p><b>2.3 Improve progress and attainment in writing</b></p> <ul style="list-style-type: none"> <li>○ Targets 2021</li> <li>○ KS1 77% (Expected standard or above) 10 % (GD)</li> <li>○ KS2 76% (Expected standard or above) 6% (GD)</li> <li>○ Work scrutiny shows clear challenge and extensions in writing activities</li> <li>○ Teaching of writing must be judged at least good across the school</li> <li>○ FS children accessing a good range of writing opportunities and extending their skills (evidence in learning journeys)</li> </ul>
<p><b>2.4 Improve provision and progress for disadvantaged and SEN groups</b></p> <ul style="list-style-type: none"> <li>○ All teachers understand their responsibility under the SEND Code of Practice 2014.</li> <li>○ Pupils with SEND/ medical needs are identified and needs are clearly known by class teachers.</li> <li>○ Data evidence and tracking identifies any gaps for pupils with SEND.</li> <li>○ Pupils with SEND are shown on teacher planning and learning is clear.</li> <li>○ SENCo evidence shows intervention mapping that is monitored and reviewed 6 weekly.</li> </ul>	<p><b>2.4 Improve provision and progress for disadvantaged and SEN groups</b></p> <ul style="list-style-type: none"> <li>○ Pupils with SEND make progress in their learning through appropriately planned and structured learning activities.</li> <li>○ Data assessment and children's work shows pupils with SEND make progress.</li> <li>○ Teaching Assistants demonstrate effective support and focus group teaching to support children's learning.</li> <li>○ Teaching assistants use questioning to support learning.</li> </ul>	<p><b>2.4 Improve provision and progress for disadvantaged and SEN groups</b></p> <ul style="list-style-type: none"> <li>○ Pupils with SEND make good progress in line with all children.</li> <li>○ All teachers confidently understand the needs for pupils with SEND/medical needs in their class.</li> <li>○ Planning is clear showing learning and support for pupils with SEND.</li> <li>○ Teaching Assistants confidently demonstrate effective support and focus group teaching to support children's learning.</li> <li>○ Teaching assistants use a range of strategies to support learning.</li> </ul>

# PRIORITY 2 MILESTONES – QUALITY OF EDUCATION

End of term 2 - December 2020	End of term 4 - April 2021	End of year - July 2021
<p><b>2.5 Ensure assessment systems are used to inform planning and are accurate</b></p> <ul style="list-style-type: none"> <li>○ Teachers use target tracker to inform planning</li> <li>○ Moderation of children's books and work support teacher assessment at each data point</li> <li>○ Children's work in books used to support assessment.</li> <li>○ Children know their targets in English and Mathematics</li> </ul>	<p><b>2.5 Ensure assessment systems are used to inform planning and are accurate</b></p> <ul style="list-style-type: none"> <li>○ Teachers use target tracker to ensure progress and attainment are used to inform the next steps in children's learning</li> <li>○ Moderation of children's books and work evidences learning and progress</li> <li>○ Children are developing a clear understanding and can share their targets when asked in English and Mathematics</li> <li>○ Parents know the progress and attainment of their child</li> </ul>	<p><b>2.5 Ensure assessment systems are used to inform planning and are accurate</b></p> <ul style="list-style-type: none"> <li>○ Children's progress and attainment tracked effectively across the school.</li> <li>○ Children can confidently share and discuss their targets and understand how this will support improvements in their work and learning.</li> <li>○ Parents have a good understanding of their child's progress and attainment.</li> </ul>

2.6 Ensure the curriculum engages and excites pupils in a wide range of learning across all subjects through clear intent, implementation and impact.

- Curriculum overviews reviewed, adapted and known by all teachers
- Teachers understand the curriculum planned for the next year of teaching across wider curriculum subjects
  - Children talk about learning in the curriculum areas
  - Teachers plan for PSHE/SMSC.

2.6 Ensure the curriculum engages and excites pupils in a wide range of learning across all subjects through clear intent, implementation and impact.

- Teacher plans for the curriculum show knowledge and skills clearly.
- Children know what they are learning in the different subject areas.
- Children's books show the learning in each curriculum subject

2.6 Ensure the curriculum engages and excites pupils in a wide range of learning across all subjects through clear intent, implementation and impact.

- Teachers confidently plan and deliver engaging lessons across the whole curriculum.
- Children can clearly talk about their learning in different subjects and their new knowledge.
- Children's work and books show progression in learning and new learning in all subjects.

## PRIORITY 3 MILESTONES – BEHAVIOUR AND ATTITUDES, PERSONAL DEVELOPMENT

End of term 2 - December 2020

End of term 4 - April 2021

End of year - July 2021

<p><b>3.1 Improve behaviour for learning and behaviour around the school</b></p> <ul style="list-style-type: none"> <li>○ Behaviour in lessons improved and less low-level behaviours recorded.</li> <li>○ Review of behaviour and new behaviour policy in place.</li> <li>○ Pupil voice interviews give a reflection of behaviour and child perspective.</li> <li>○ Incidents log reflect less incidents</li> </ul>	<p><b>3.1 Improve behaviour for learning and behaviour around the school</b></p> <ul style="list-style-type: none"> <li>○ Behaviour in lessons judged good.</li> <li>○ Behaviour policy applied and evident in <i>all</i> lessons.</li> <li>○ Positive behaviour for learning is evident during lessons.</li> <li>○ Pupil voice interviews show some improvements towards behaviour for learning.</li> </ul>	<p><b>3.1 Improve behaviour for learning and behaviour around the school</b></p> <ul style="list-style-type: none"> <li>○ <i>All</i> behaviour in lessons judged good.</li> <li>○ Behaviour for learning shows pupils are engaged and motivated during lessons.</li> <li>○ Behaviour policy being applied consistently across school</li> <li>○ Pupil voice interviews show marked improvement in behaviour and children feel safe.</li> </ul>
<p><b>3.2 Ensure well-being opportunities for all within the school</b></p> <ul style="list-style-type: none"> <li>○ Staff have access to chaplaincy time within school.</li> <li>○ Staff member identified to train as well-being leader.</li> <li>○ Staff are able to use reflection times in staff meetings.</li> <li>○ Staff know who they can talk to if required and who their nominated buddy partner is.</li> <li>○ Spaces are being developed to sit in and use around school.</li> <li>○ Children are able to use quiet/reflection time in their class.</li> <li>○ Children are aware of adults they can talk to in school about worries or feelings.</li> </ul>	<p><b>3.2 Ensure well-being opportunities for all within the school</b></p> <ul style="list-style-type: none"> <li>○ Staff survey shows they feel valued and can access Chaplain services if required.</li> <li>○ Staff are able to access spaces to take breaks and support wellbeing.</li> <li>○ Staff are able to take part in organised team events.</li> <li>○ Well-being Leader is trained and established to support staff and pupils in school.</li> <li>○ Children have a clear understanding of how they feel and how to support their own well-being at school.</li> </ul>	<p><b>3.2 Ensure well-being opportunities for all within the school</b></p> <ul style="list-style-type: none"> <li>○ Staff are positive about how they are valued and voice this in surveys and to IAC/ODST.</li> <li>○ Staff regularly use additional spaces around the school.</li> <li>○ Staff attend team activities.</li> <li>○ Well-being Leader can show through evidence and report that well-being is supported for all in school.</li> <li>○ Pupil survey shows children know how to stay well at school.</li> </ul>



**End of term 2 - December 2020**

**End of term 4 - April 2021**

**End of year - July 2021**

<p><b>4.1 Improve the range of experiences that challenge and extend children’s learning, including for the most able.</b></p> <ul style="list-style-type: none"> <li>Weekly overview of provision and areas for curriculum learning in place</li> <li>Identified areas for development and action plan to enhance children’s learning completed.</li> <li>Evidence of link EYFS IAC member identified and visits planned as part of monitoring schedule</li> <li>Children’s learning is observed and evidenced using Tapestry.</li> </ul> <p>Planning and observations show clear opportunities for children’s learning.</p>	<p><b>4.1 Improve the range of experiences that challenge and extend children’s learning, including for the most able.</b></p> <ul style="list-style-type: none"> <li>Through lesson observations children show they are beginning to independently access learning opportunities.</li> <li>Planning and assessment is developed providing clear opportunities for children’s learning</li> <li>Outdoor resources have been purchased and children are able to access parts of the curriculum as outdoor learning</li> <li>Link IAC member attendance and monitoring of EYFS evident</li> <li>Children’s learning journeys show learning and progress</li> </ul>	<p><b>4.1 Improve the range of experiences that challenge and extend children’s learning, including for the most able.</b></p> <ul style="list-style-type: none"> <li>Children achieving Good Level development (GLD) Target 82%</li> <li>Children accessing effective range of learning opportunities and extending their skills.</li> <li>Planning and assessment shows effective and balanced provision in line with Early Years curriculum</li> <li>Outdoor resources developed and children accessing areas of the curriculum as part of outdoor learning.</li> <li>Link IAC member attendance evident and feedback to IAC given</li> <li>Children’s learning journeys evidence the learning and progress, including parental contributions for all children.</li> </ul>
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**PRIORITY 3 MILESTONES – BEHAVIOUR/ATTITUDES, PERSONAL DEVELOPMENT**

End of term 2 - December 2020	End of term 4 - April 2021	End of year - July 2021
<p><b>3.3 To further develop the Christian vision and ethos of the school.</b></p> <ul style="list-style-type: none"> <li>Action plan identifies SIAMs.</li> <li>Teachers know priorities for SIAMs.</li> <li>Children take part on class collective worship time each week.</li> </ul>	<p><b>3.3 To further develop the Christian vision and ethos of the school.</b></p> <ul style="list-style-type: none"> <li>All staff know the key vision and priorities for the school as a CE school.</li> <li>IAC link member has met and knows the key actions so far.</li> <li>Children are able to contribute and are starting to lead collective worship.</li> </ul>	<p><b>3.3 To further develop the Christian vision and ethos of the school.</b></p> <ul style="list-style-type: none"> <li>All staff know and model the vision and values of the school.</li> <li>IAC have a good understanding of SIAMs actions and impact.</li> <li>Children demonstrate the school’s vision and Christian ethos through actions and behaviours.</li> </ul>

**PRIORITY 4 MILESTONES – EARLY YEARS**

# PRIORITY 5 MILESTONES – Leadership & Management

End of term 2 - December 2020	End of term 4 - April 2021	End of year - July 2021
<p>5.1 Improve the impact of subject leadership to ensure improvements in teaching, learning and assessment across the wider curriculum.</p> <ul style="list-style-type: none"> <li>○ All stakeholders know changes to school leadership structure</li> <li>○ School action plans written and shared.</li> <li>○ School website compliant</li> <li>○ Core subject leaders have started to develop monitoring for their subjects.</li> <li>○ Needs of teachers identified through appraisal and programme of development is mapped out.</li> <li>○ One to one coaching of subject leaders established.</li> </ul>	<p>5.1 Improve the impact of subject leadership to ensure improvements in teaching, learning and assessment across the wider curriculum.</p> <ul style="list-style-type: none"> <li>○ Positive impact can be seen by all stakeholders of changes to school leadership structure.</li> <li>○ School website is compliant and easily accessible for stakeholders and users to obtain information.</li> <li>○ Leaders all show improvement in capacity to support and challenge</li> <li>○ All leaders make good progress against individual targets</li> </ul>	<p>5.1 Improve the impact of subject leadership to ensure improvements in teaching, learning and assessment across the wider curriculum.</p> <ul style="list-style-type: none"> <li>○ Leadership is judged at least good overall</li> <li>○ Leadership demonstrate improved capacity to monitor and hold others to account</li> <li>○ Evidence is shown in end of year results that programme linked to appraisal has a positive impact.</li> <li>○ Reports to governors shows positive impact.</li> <li>○ Subject leaders confidently monitor and report on progress for their areas.</li> </ul>
<p>5.2 Improve governance ensuring members of the IAC take a full and effective role in challenging leaders to bring about rapid improvement.</p> <ul style="list-style-type: none"> <li>○ Link IAC members identified for key priority areas.</li> <li>○ IAC members aware of Key school and community events for year.</li> <li>○ IAC members know and understand school development plan and key priorities.</li> <li>○ IAC monitoring visits scheduled and completed.</li> </ul>	<p>5.2 Improve governance ensuring members of the IAC take a full and effective role in challenging leaders to bring about rapid improvement.</p> <ul style="list-style-type: none"> <li>○ Evidence of IAC members monitoring for key priorities.</li> <li>○ IAC members attending school and community events.</li> <li>○ IAC developing regular communication to parents.</li> <li>○ IAC members challenging/supporting the school.</li> </ul>	<p>5.2 Improve governance ensuring members of the IAC take a full and effective role in challenging leaders to bring about rapid improvement.</p> <ul style="list-style-type: none"> <li>○ IAC members monitoring on a regular basis</li> <li>○ Parents report positive impact of IAC in feedback</li> <li>○ IAC reporting to parents through a termly newsletter</li> <li>○ IAC developing succession for preparation for reinstatement of Governing Body.</li> </ul>

